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ABSTRACT

This humanistic curriculum project concerning good and evil is part of a model program of inservice training and curriculum redesign for grades K-12 known as Project SEARCH. Objectives of the unit are to provide students an understanding that good and evil are a reflection of man's values, a comprehension of modern scientific theories on the innate duality of man's nature, a realization that man must look to himself for definitions of good and evil and accept responsibility for his own actions, and a comprehension of literary works which deal with Western man's belief that he is innately evil or basically good. The study is divided into six chapters. The first chapter presents a 28-item bibliography of books, articles, films, plays, television specials, filmstrips, records, slide programs, student presentations, simulation games, and teacher readings. The second and third chapters describe specific assignments which investigate the nature of good and evil in man and the foundations of Western society from an historical perspective. Chapter four integrates the study of three novels into the unit and Chapter five provides forms for student evaluation of the project. The last chapter presents student poems and speeches for recitation as well as a list of quotes and poems selected by students. (Author/DB)

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Nature of Good and Evil

SP009 428

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PROJECT SEARCH

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BACKGROUND

Utica was chosen as one of six sites in the State of New York to implement a model program of in-service training and curriculum redesign known as Project SEARCH.

As a goal, Project SEARCH has the development of a humanistic curriculum — one built around man, serving man's needs. The curriculum is to be different from what has preceded it, in that it will help bridge the traditional fragmentation of subject matter divisions. It will help develop a unified approach which will focus on the same human concerns from Kindergarten through grade twelve.

It focuses on four specific objectives:

1. Reasoning

Involving such skills as:

— Analyzing
— Synthesizing
— Induction
— Deduction
— Inference
— Intuition

2. Valuing

Involving such skills as:

— Making choices
— Identifying alternatives
— Being aware of consequences
— Making decisions
— Re-evaluating

3. Affective Development

Developing:

— Feelings
— Interests
— Attitudes
— Appreciation

4. Processing

Involving:

— Behavior
— Interpretation
— Extrapolation
— Generalizing
— Coordination

Further, it allows sufficient flexibility for meeting the needs of students with differing abilities and interest.

Utica's twenty-two public schools and 800 teachers make it the largest school district involved in SEARCH. All 800 teachers went through once-a-month training sessions via program learning instruction, the first year, to learn the SEARCH objectives and how to develop them in the classroom. Records and notes were kept for Title III on the packets completed by the teachers. A semantic differential was built into every packet to measure affect over the course of the year. When the packets were completed, the teachers submitted on a revised curriculum format sheet the completed units that they developed over the course of the year. Seventy-five of the best units were selected and published as model resource units in the school program.

Among the seventy-five chosen: a unit on impressionism, using music, art, social studies and English, a unit on the Age of Jackson, which cuts across six subjects; an ecology unit which includes just about the entire range of school study; a first grade unit in weather which includes language arts, history, art, music, social studies and mathematics.

Utica teachers, along with consultants from the General Learning Corporation, developed a ten strand integrated K-12 curriculum along the "DaVinci" model.

The teachers began their year-long studies feeling they were being fed old stuff in new packages. But with the revelation of SEARCH's four main objectives and when the broad, renewing purpose of the project became clear, attitudes changed and the year ended on a positive, forward-looking note. The school district did not impose any new concepts on the the students during the first year, except as individual teachers subtly changed their style. The district concentrated totally on teacher training.

Among future plans for Utica: a literary journal to be published jointed by the pilot public and parochial schools; a "yellow book of learning resources" listing community resources for students and teachers.

Teachers, students and parents are expected to visit museums, parks, state and federal offices, chamber of commerce, greenhouses, courts, nursery schools, dry cleaners, people of unusual skills, trades. These will be listed in order to demonstrate that learning is possible everywhere in the community.

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THE NATURE OF GOOD AND EVIL

"Those who deny evil in man remain weak and defenseless. Deal with evil through strength, but affirm the good in man through trust. In this way we are prepared for evil, but we encourage good."

Source Unknown

Interdisciplinary unit between English and Social Studies, Grade 10
John F. Kennedy High School

Mrs. Joan Salerno — Acting Chairman of the Department of English

Mr. Robert Grems — Instructor in World History

Mr. Joseph Lubertine — Principal, John F. Kennedy High School

Mr. Senatro D. LaBella — Administrator of Secondary Education

INTRODUCTION

We started very simply 4 years ago inspired by the sound slide programs produced by the Center for Humanities, Inc. We asked for 80 minutes back-to-back English and World History scheduling. We picked four topics: Search for Identity, The Nature of Good and Evil, Man's Humanity and Inhumanity and Man's Alienation. We tried these thematic concepts on a small scale and witnessed a gradual growth. We utilized continual feedback from the students while we searched for additional high quality print and non-print materials. As with any curriculum; experimentation and collaboration led to a constant developing, evolving and sharing. We utilized the daily 80 minute time slot by arranging and re-arranging large and small group sessions which included various learning stations. The school library and media center became the focal point of these learning stations in addition to being vital sources for material and equipment. Both the librarian, Florence Cirillo and the media aide, Jane Bowman, became essential components of the team and helped us help students to accept and handle this new experience.

We had emerged from the terrible events of the 60's feeling that more teaching emphasis should be placed on the affective domain than previously had — we were ripe for the humanitarian stage and the SEARCH objectives. In short we wanted to teach the valuing process, and the reasoning process. We wanted to meet the students' affective needs, and we felt interdisciplinary studies would be one way we could do this.

Like a national morality play, the Watergate phenomena inspired thoughts of virtue and thus so it was with great urgency and energy that we were moved to expand one of our thematic focal points — the nature of good and evil. We ordered feature films, short films, television specials; we arranged for speakers, we scheduled trips and we coordinated materials. Inspired by James Moffett's Student Centered Language Arts Curriculum and Interaction, we set up 16 activity stations which had the students involved in doing, seeing, feeling, performing, reading, writing, etc. In the past we had begun the unit in various ways. Usually we started by showing the sound-slide program "Man and His Values: An Inquiry into Good and Evil". This year we followed the sound-slide show with the film Diary of Anne Frank — we held discussions groups. A speaker was scheduled. Then we were ready for our activity stations.

Since we had all 50 students involved in making their own sound/slide film and video presentations, it was not wise to have all 50 of them working on these simultaneously. We thus divided the program into 2 phases, and while one group worked Phase I assignments, the other completed Phase II challenges.

Each student was issued a unit which told him what group he was in and what station he had to report to each day. Equipment and materials had been arranged at each station, sign in sheets were available. The librarian and the AV coordinator were on hand to help each group. Both Bob and I would circulate from group to group encouraging self-direction and helping the students help each other. We had also arranged for a tutor to help with one student who was having reading difficulties; a college girl came in twice a week. At the end of approximately 2 weeks, we completed station work and were ready for the individual and group media shows.

We then convened as a critical and appreciating audience to view the results of many hours of (students were staying until 5 PM and arriving at 7:30 AM) devoted work. Students evaluated students, and a letter grade was given which was based on both student and teacher evaluation. When all of Phase I groups were finished, we switched assignments, and the other half of the class began their media work. In this way we completed all of the station work; this finally resulted in 16 unique and fairly sophisticated student-made media shows. Students also made project booklets with collage covers and these booklets contained all of their completed materials, activities, games, research questions, essays; these were turned in and graded. Extensions were granted to the novel reports as we didn't want the unit to become burdensome.

We culminated the entire unit by taking a field trip to N.Y.C. We saw "Shenandoah", a Broadway musical about a family unwillingly caught up in the Civil War. We also saw The New York Experience Theatre, an exciting learning experience through a new entertainment concept which included 45 projectors, 16 screens, 68 special effects and a quadrophonic sound system.

Thereafter we basked in the glow of accomplishment. The students communicated their feelings in a debriefing exercise and an over-all evaluation of our study in the nature of good and evil. Through these remarks and the students' exceptional display of responsibility in all areas, we felt we had met the students' affective needs.

Joan Salerno

*Objectives

An understanding that good and evil are a reflection of man's values.
A comprehension of modern scientific theories on the innate duality of man's nature.
A realization that man must look to himself for definitions of good and evil and accept the responsibility for his own actions.
A comprehension of literary works which deal with Western man's belief that he is innately evil or basically good.

*Center for Humanities, Inc.

BIBLIOGRAPHY — What the students will be reading and seeing and doing.

I. Books and Films

1. **Lord of the Flies** — Golding
2. **A Separate Peace** — Knowles
3. **Bless the Beasts and Children** — Swarthout
4. **Diary of Anne Frank**
5. **To Kill A Mocking Bird**
6. **A Man Called Horse**
7. **Shenandoah**
8. **Silences**

II. Short Stories and Articles

1. "William Wilson" — Poe
2. "The Possibility of Evil"
   — Shirley Jackson — "The Lottery"
3. "The Scarlet Ibis" — James Hurst
4. "The Torturer in Everyman" — Harpers

III. Plays

1. Gore Vidal's "Visit to a Small Planet"
2. Neil Selden's "The Gates of Heaven and Hell"

IV. Television Specials

1. The Tasaday — NBC
2. Primal Man — ABC
3. The Red Badge of Courage
4. Great Expectations
5. The Count of Monte Cristo
6. The Missiles of October

V. Filmstrips and Records

1. Images of Man, Scholastic
   "An Affirmation of Life"
   "Toward the Margin of Life"
   — Primitive man vs. Civilization
2. "You have to want something" — Argus
3. "Our Heritage from Ancient Greece"
4. "Growing Up in Athens"
   "Growing Up in Sparta"

VI. Slide Program

1. "Nature of Good and Evil" Center for the Humanities
   Inherent good or inherent evil as believed by:

Schweitzer	Confucius
Machiavelli	Golding
Conrad	Galileo

2. Student Presentations making slides — films — coordinating music, poetry
   Examples: Frost; "The Road Not Taken"
   Cat Steven's "Morning Has Broken"

VII. Simulation Games

1. Ethics — Art Fair, 1971.
2. De-Briefing — "What is your corruption quotient?"
   from **Harper's** Magazine

VIII. Teacher Bibliography

Anderson, Erica	"The World of Albert Schweitzer"
Arendt, Hannah	"Eichman in Jerusalem"
Fromm, Erich	"The Anatomy of Human Destructiveness, The Art of Loving"
Lorena, Konrad	"Civilized Man's Eight Deadly Sins, On Aggression"
Milgram, Stanley	"Obedience To Authority"

PHASE I

MEDIA IS THE MESSAGE SLIDE SHOWS
MAN: THE NATURE OF GOOD AND EVIL

Schedule	Room 125	Media Center Assignment A	Room 131	Media Center Assignment B	Library
12/4	1,2,3,4	5	6	7	8
12/5	5,6,7,8	1	2	3	4
12/6	1,2,3,4	8	5	6	7
12/9	5,6,7,8	4	1	2	3
12/10	1,2,3,4	6	7	8	5
12/11	5,6,7,8	2	3	4	1
12/12		3,7	4,8	1,5	2,6

Station Assignments

Room 125 In this station you will be working with your group on your own slide shows. See the instruction for Media is the Message for the specific assignment.

Media Center-Assignment A Listen to the soundtrack from "Man: The Nature of Good and Evil". Based on this presentation answer the questions for the worksheet Media Center Assignment A.

Room 131 Listen to the "Images of Man" and "Argus" sound filmstrips. Based on these presentations answer the questions on the worksheet for Station Room 131.

Media Center-Assignment B Watch the Video Tape of "The Red Badge of Courage". Based on this answer the appropriate worksheet.

"The Missiles of October"

Library Follow the instructions for the worksheet Station Library. The worksheet will tell you specifically what to do.

GROUP ASSIGNMENTS — PLAN B

PHASE I

Group 1
Mike Peters
Scott Sbaraglia

Group 2
Eileen Taveniere
Bonnie Zeiter
Barb Wiener

Group 3
Brian Circelli
Carl Sack
David Iacovino
David Paul

Group 4
Mark Fedorniak
Tom Lazzaro
Doug Roby
Randy Purdy
Mark Weidner

Group 5
John Penc
Stu Service
Rus Morreale

Group 6
Lori Bunn
Debra Skiechs
Karen Tennyson
Melinda Wantuck
Kelly O'Toole

Group 7
Mike Koperda
Wayne Stock

PHASE II

Group A
Dennis Moore
Lori Bennett
Mike Marino
Kathy Palmer

Group B
Andy Altieri
Mark Burnham
Barb Burke
Cindy Panetta

Group C
Paul Dutkiewicz
Brad Elow
Chris Boice
Linda Byrnes

Group D
Steve Cardamone
Barb Carcone
Debbie Coletti
Ron Bednarczyk

Group E
Ron Bush
Steve Kornutiak
Laurie Mootz
Jay Pyle

Group F
Minnie Rowlands
Linda Dapice
MaryJo Fuerst
Bob Flynn
Kevin Balch

PHASE II

INDEPENDENT STUDY
THE FOUNDATIONS OF WESTERN SOCIETY — READINGS 6-9
ENGLISH: SHORT STORIES, ARTICLES, ESSAYS

Schedule		Rm. 106/	Library/	Library/	Lib. Conf./ Rm. B	Lib. Conf./ Rm. A	Rm. 120
Day 1	_____	A	B	C	D	E	F
Day 2	_____	F	A	B	C	D	E
Day 3	_____	E	F	A	B	C	D
Day 4	_____	D	E	F	A	B	C
Day 5	_____	C	D	E	F	A	B
Day 6	_____	B	C	D	E	F	A

"MEDIA IS THE MESSAGE"

DIRECTIONS

"Media is the Message" is an attempt to convey a message or put across a point of view using different forms of technical assistance. We have coined this phrase from Marshall McCluen a contemporary author who has discussed widely the impact of media on the twentieth century. Below you will find the specific instructions for your program.

I. Pick a Theme — Decide on a theme, a message you wish to impart to other people your age. It can be about peace or war, love or hate, building up or tearing down.

II. Select your Music — Pick two or three songs (All groups must pick at least 2 songs, groups with four or five in them must pick three songs minimum) that go along or help express your theme. Songs selected should in some way re-enforce your theme.

III. Records and Tapes of Speeches or Readings (this includes speeches of important people, poems, readings by authors, etc.) — This is not necessary but will add to your program greatly giving it yet another dimension. Ask your teachers for assistance.

IV. Slides — We have several slides but we will have to limit the number we allow each group to use. Slides will add much to your program. Select slides and key them to the words of your music. This should also help you to re-enforce your theme.

V. Magazine Pictures — Pictures for old issues of *Look* or *Life* can be used on the Opaque projector and are also effective. You can use these along with slides and key them to the music also.

VI. Transparencies — You can make your own drawings to use on the Overhead projector. Signs and Symbols can be explained on this machine.

VII. Movies — We do have some 8MM film available. You might want to take your own films to go along with your theme. Note: make sure to take your films immediately so that you can get them processed and returned in time for your show.

VIII. Poems or Readings — All groups must select at least one poem or reading (groups with four or five must select two) that go along with or further explain your theme. For instance, if your theme is war, a war poem would help you get your message across. See your teachers for assistance.

IX. Explanation — A well written and well delivered explanation of your theme, the music chosen, and the significance of the songs selected must accompany each presentation. This is very important and will count heavily toward your mark.

X. Presentation of Show — Your show will begin with the explanation delivered by one of the members of your group. You will then go right into the slide show itself. Your group should be set up so that each member is taking part in getting ready for and carrying out the program. Someone might look for the slides, someone the poetry. Someone might read the introduction or explanation, someone organize the operation of the machinery. We will check to make sure that everyone is doing something. The final mark will reflect the work of all members of the group including the member who does the least amount of work. This is a GROUP effort.

Note: "Media is the Message" is an attempt for you to express yourselves. You, however, will need help. Feel free to see your teachers during the group work when you meet with them or any other time.

Ms. Salerno
Mr. Grems

HUMANITIES 10

MEDIA IS THE MESSAGE

Evaluation Sheet

1. Name of show

2. Group Members

3. Was the theme apparent?

4. Did the slides, films, pictures, etc., support the theme?

5. Was the choice of music appropriate?

6. Were the slides, pictures, etc., coordinated with the music?

7. Were reading selections or poetry appropriate to the theme?

8. What did you like about the show?

9. What did you dislike about the show?

10. What other general comments could you make about the show?

11. Rating: How would you rate the show: (Circle one)

A+ A B+ B C+ C D+ D

VOCABULARY

ambiguous — exhibiting two sides or meanings and for this reason causing doubt or uncertainty; not clear-cut

asceticism — an austere, rigorous self-disciplined way of life; practice of methods of self-denial such as fasting and celibacy

barbarian — one who lacks refinement or culture; one who displays brutality or lawlessness

black magic — witchcraft; the worship of evil and the devil

Enlightenment — a philosophical movement of the 18th century noted especially for its questioning of traditional values and authority, its belief in universal human progress, and its emphasis on reason and the empirical method

euthanasia — mercy killing; painlessly putting to death persons suffering from incurable illness

evolution — a process of continuous, related change in a specific direction; especially the theory that all present animal life had its origin in other preexisting types

genetic — having to do with heredity and the biological mechanisms by which traits are inherited

golden mean — the happy medium between extremes

hedonistic — of the doctrine that pleasure is the sole or chief good in life; living a life of pleasure or self-indulgence

heresy — a belief or opinion in opposition to commonly-held doctrine; especially a belief that creates division or controversy

heretic — one who holds to a heresy

hubris — excessive pride; insolence or arrogance resulting from it

innuendo — an allusion to or hinting at something that is not directly said, especially in the sense of undermining character or ability

Inquisition — a Roman Catholic ecclesiastical tribunal of the 15th century established to discover, punish and prevent heresy

legacy — something coming from an ancestor or predecessor

lethal — deadly; fatal

martyr — one who voluntarily suffers death or loss for the sake of principle

moral — conforming to a standard of what is right or good

Osiris — Egyptian god of the underworld and judge of the dead

Ptolemaic system — named for the Greco-Egyptian rulers of Egypt, 323 to 30 B.C.; the system of planetary motions according to which the earth is the fixed center of the universe

Puritan — member of a 16th and 17th century Protestant Christian group who have become known especially for criticizing current moral and religious practices and for preaching a rigorous and "purer" moral code

rhetorical — characterized by a skillful or artistic use of speech; rhetorical question: a question introduced not to elicit an answer but for effect

Stoicism — indifference to pleasure or pain; calm acceptance of all happenings as being the result of divine will

utilitarianism — the doctrine that defines good as that action which brings the greatest happiness to the greatest number

viable — capable of living, growing and developing

xenophobia — fear or hatred of strangers or foreigners

STATION: MEDIA CENTER — ASSIGNMENT 1

Based on the slide presentation "Man: The Nature of Good and Evil" found in the Media Center, answer the following questions.

1. The innate duality (aggressiveness and love) is central to a modern scientific theory formulated by Konrad Lorenz; Lorenz believes

2. To primitive man, goodness meant

3. What did Socrates say: "No evil _____
   What did Socrates feel was the only good? the only evil?

4. The ideal life in Athenian Greece was? The greatest evil was?

5. The Book of Mathew evokes the basic Christian virtue: _____
   _____

6. Although Jesus taught that good was to be found through works of charity and love, the men who rode on the Crusades _____
   _____

7. How was the Inquisition twisted into a political tool?

8. Both Judaism and Christianity base their beliefs in a God who made both good and evil and their moral codes on the Ten Commandments. What system of codes is similar in its moral attitudes?

9. What did the following men believe in — the inherent good or the inherent evil of man? Use quotes from the presentation to support your answers

Machiavelli	Confucius
Moliere	Golding
Conrad	Galileo

10. In Edmund Spenser's world of the 16th century, for instance, evil was thought to manifest itself through _____.

11. A man is inevitably judged by his deeds. Whether he believes the judgement comes in this world or the next, whether it is the judgement of a teacher or a sovereign, a god or his own conscience, a man must _____
_____.

12. If a man wishes to remain human, he must _____
_____.

13. Why did the learned men of the time ignore Galileo's discovery of the moons of Jupiter?

14. What startling fact about the sun did Galileo discover? How did he reconcile his new knowledge and his deep faith?

15. What happend to Galileo after revealing the sun theory?

WORKSHEET 3 STATION: ROOM 131

Based on the filmstrip show "Between Birth and Death: An Affirmation of Life" found in Room 125, answer the following questions.

1. Before seeing this filmstrip did you ever hear of Maude Callen? Did you ever hear of Albert Schweitzer? Schweitzer scoffed at being referred to as an important person even though LIFE magazine once referred to him as "The Greatest Man in the World". What made Schweitzer important? Was Maude Callen important? What makes any man important?

2. At the end of the filmstrip Smith says, "How different it is — no, it is not different — that there is a Maude and there is a war." Why is it different? Why is it not different? How did this quote strike you as you were watching this filmstrip?

WORKSHEET 4 STATION: ROOM 131

Based on the filmstrip show "Toward the Margin of Life: From Primitive Man to Population Crisis" found in Room 125 answer the following questions:

1. We consider ours a highly civilized society. We look on tribes like the Amahuacas as being very primitive. Do you agree with this? Do we have a right and/or obligation to change these societies?

2. Why is the essay on the Amazon Indians called "Farewell to Eden"?

STATION 131

YOU HAVE TO WANT SOMETHING
ARGUS COMMUNICATIONS

Value — a freely chosen commitment to action.

1. Explain what is meant by each of the following statements. Try to describe an example from the filmstrip which helps clarify the idea.

   — Our actions point to what we really value instead of what we think we value.

   — Values can change as experiences change

   — Respecting another's value system encourages his respect for mine

2. Perhaps you have talked with someone who felt that life wasn't worth living. Or perhaps you've sometimes felt that way yourself. Do you think that making the person feel some strong emotion (in the "Operation Hope" episode, anger) helps? Why?

3. "Fire and brimstone" preaching or harsh moralizing of any sort is difficult to accept unquestioningly. In light of the value statements in question #1, explain why.

4. If you were going on a rocket ship expedition and were allowed to bring only 3 carry-able things (no pets), what would they be?

5. Acknowledging that a value is a freely chosen commitment to *action*, how did characters like Atticus Finch in *To Kill A Mockingbird* and John in *A Man Called Horse* act upon values they held or learned to hold?

6. Are you aware of any value changes in the last year? What are they? Can you tell why you changed?

HOME STATION

Watch Missiles of October **December 18th** **ABC Theater**

AIM: To examine the Cuban missile crisis, the only instance in history where the world was brought to the brink of nuclear war. To explore the nature of war in the nuclear age and the President's decision-making power and responsibility. Through drama, to hold a mirror to ourselves.

1. According to Robert Kennedy, during the missile crisis both he and his brother recalled several times the diplomatic tragedies that led to War in 1914 and 1939. What led the Kennedy brothers to conclude that both world wars resulted first from the opponents' misconceptions of each other, and then by miscalculations?

2. Was the Cuban crisis another example? What were Khrushchev's misconceptions of the Soviet Premier?

3. Against the urging of his military advisors and several influential congressmen, President Kennedy refused to carry out an air strike, using "pinpoint bombings" to remove missiles. Why? How great were the risks?

4. How was the President's final solution — a naval blockade of Cuba — designed to contain and manage risks?

MOVIE WORKSHEET

Based on the movie "Shenandoah" answer the following questions:

1. How does Mr. Anderson, the head of the family feel about the Civil War and his family's role in it?

2. Did the war concern Mr. Anderson after he and his sons saw the dead Confederate soldiers?

3. What does Mr. Anderson mean when he says, "you have to like a woman before you love her?"

4. How did the doctor feel about the war? How many sons did he have involved in the war?

5. What happened to make Mr. Anderson say, "Now the war concerns us?"

6. Why did Mr. Anderson say that the boy (his youngest son) meant so much to him?

7. Why did Mr. Anderson say of the train, "this isn't the kind of train I like?" What were the train's activities?

8. Who said, "I've never shot at a man before?"

9. In which scene do you see the folly or foolishness of war?

10. What part did the three men play in the movie who ransacked the Anderson house? What was their concern during the war?

11. What effects did the war itself have on the land, the hills, and the countryside of the South?

12. Who said, "But somehow I had to try; if we don't try, we don't do, and if we don't do, then why are we here on this earth"?

13. What did Anderson do to the 16 year old boy who killed his son? What did he tell him?

14. How many sons did Anderson lose?

15. What does Mr. Anderson say to his wife at her grave during one of the closing scenes of the movie?

16. After many heart aches over the war, what happens in the closing scene of the movie to bring some joy to Mr. Anderson?

WORKSHEET 2 STATION: LIBRARY

Salerno

Based on the research material on Albert Schweitzer and the Tasaday found in the Library answer the following:

1. Which of the following statements . . . Which of the following statements would you most like to believe? Which statement do you think is supported, at this time, by the soundest evidence? (a) Humans have an "animal streak" that is slowly disappearing as we become more civilized. (b) Civilization is making human beings every more violent and cruel, as shown by crime in the cities and ever more bloody wars; so the only solution is to return to a more primitive way of life. (c) Humans have — and always will have — certain "Killer instincts", as well as their own special brand of violence against their own species. The most we can hope for is that this behavior can be kept in some sort of check. (d) Only religion (or education or moral philosophy) can save humanity from its "killer instinct".

2. Do one research on each of the following men telling of their contributions to society.

   Machiavelli

   Moliere

   Conrad

   Confucius

   Golding

   Galileo

PHASE II

GRADE 10 INDEPENDENT STUDY
THE FOUNDATIONS OF WESTERN SOCIETY READINGS 6-9

Schedule	Rm. 120/	Library/	Library/	Media Ctr./ Assign. #1	Library/ Assign. #1	Media Ctr.
Day 1 _____	1	2	3	4	5	6
Day 2 _____	6	1	2	3	4	5
Day 3 _____	5	6	1	2	3	4
Day 4 _____	4	5	6	1	2	3
Day 5 _____	3	4	5	6	1	2
Day 6 _____	2	3	4	5	6	1

INSTRUCTIONS

Reading 6

Major Objectives: (1) To know that the humanist ideas of the Greeks as stated by Pericles — namely, man has the ability to reason, to govern himself, to appreciate art and beauty, to perform physical feats with grace and skill, to face danger with courage, and to make decisions (2) To know that the Greeks believed in a society that encouraged man to develop the full range of his potentials (3) To know that Pericles urged the Greeks to seek balance and moderation in all things

Textbook — Read pages 37-42

Record — Side 1, Band 2 "Growing Up in Athens: A Study in Values"
Side 2, Band 1 "Growing Up in Sparta"
Listen to the record found in the Media Center.

Class Handout 4 — Based on the record answer the questions on the handout

Worksheet 1 — Based on the reading (6) answer the study questions.

Reading 7

Major Objectives: (1) To know that Jewish and Christian moral codes emphasized the principle that a man should love his fellow man (2) To know several of the rules of conduct that are implied by this basic principle of Judeo-Christian morality

Textbook — read pages 43-47

Worksheet 2 — Based on reading 7 answer the study questions

Reading 8

Major Objectives: (1) To know that the Romans defined justice as "what is good and what is fair" and that "goodness" and "fairness" in turn were defined by the following principles: a) All persons should be treated equally by the law; b) state power should not be used to persecute human beings arbitrarily; c) human life and property should be given great respect; d) man should have liberty (2) To know that the Romans established legal principles designed to protect the individual from arbitrary punishment — namely, that the accused are presumed innocent until proven guilty and that rules of evidence to assure truthful testimony should be observed.

Textbook — read pages 47-50

Worksheet 3 — Based on reading 8 answer the study questions

Reading 9

Major Objectives: (1) To know that western beliefs in the dignity of man, brotherly love, and the rule of law originated in the Greek, Judeo-Christian, and Roman societies of the ancient world (2) To know that the values of these three civilizations were diffused throughout the ancient world primarily by conquest, colonization, commerce, and personal contacts
Textbook — read pages 50-56
Worksheet 4 — Based on reading 9 answer the study questions

Station Instructions

Room 120
In this station you can work on readings 6-9. Check **Instructions** for specific assignments. (You can of course do the readings in study halls or at home.)

Library
In the library you will find research material on Rome and Greece. (Check the card catalogue, reserve shelf, encyclopedias, etc. — Ask the librarians for assistance.) In a paper discuss some of the contributions the Greeks and Romans made to our society. Example: art, political institutions, laws, etc. You will have two days to work in this station.

Station 106
In this station listen to the tape (or record) "Growing Up in Athens: A Study in Values" and "Growing Up in Sparta." Based on the recording answer the questions on class handout 4.

Library Conference Room A
Listen to the tape and watch the filmstrip "Our Heritage from Ancient Greece." Based on this presentation complete Worksheet A.

Library Conference Room B
Listen to the tape and watch the filmstrip "Our Heritage from Ancient Rome." Based on this presentation complete Worksheet B.

Note:
Please see me if you do not understand these assignments. You are responsible for being in the right station on the right day. Make sure you sign into each station. The success of this independent study will determine whether or not we have additional programs like this. If you do not understand these assignments to stations or your group number do not hesitate to ask me for help.

Worksheet 1

Based on Reading 6 answer the following questions.

1. What characteristics of Athenian citizens does Pericles praise? According to him, what are the characteristics of the good man?

2. What hypothesis would you form about Athenian values from this speech?

3. To what extent are your values similar to those of the Athenians? Which values do you share with them?

4. How does Pericles describe the political and social systems of Athens?

Class Handout 4

Based on the record "Growing Up in Athens" and "Growing Up in Sparta" answer the following questions.

"Growing Up in Athens"

1. What is the attitude of the father toward his new son? toward his wife?

2. What ambitions does the father have for his son? Who will be the boy's models?

3. What subjects was the Athenian boy taught? Why these?

4. How was a boy taught to value the beautiful?

5. Was a boy supposed to become a well rounded man? Why was Pericles chosen as a model?

6. What were the major values of the Athenians?

"Growing Up in Sparta"

7. What is the attitude of the father toward his new son? toward his wife?

8. What is expected of the son? What happens to babies deemed weak?

9. What were the major values of the Spartans?

Worksheet 2

Based on reading 7 answer the following questions.

1. If you were asked to sum up Jewish and Christian morals in one statement what would that statement be?

2. Do the principles of the Jews as stated in the Old Testament differ greatly from those of Jesus as stated in the New Testament?

3. According to Jewish laws, how would you define the good man?

4. How do religious values influence modern life? How do they differ from the humanist values of the Greeks?

5. Write a paragraph in which you state a hypothesis about the basic principle of the Judeo-Christian morality and defend it with facts drawn from the reading.

Worksheet 3

Based on reading 8 answer the following questions.

1. What rights do the laws give to Roman citizens? What procedures are established for trying those accused of crimes?

2. How do the Romans define justice?

3. What did the Romans mean by good and fair?

4. What principle is used as the basis for deciding disputes between individuals?

5. How do the laws make it possible for Roman citizens to obtain justice?

6. How are Roman legal principles similar to those of the United States today?

Worksheet 4

Based on reading 9 answer the following questions.

1. According to the historical essay, what was the importance of the ancient world for western history?

2. How did values established so long ago come to influence western history?

3. Have western judicial systems incorporated Roman legal concepts?

4. Have western social arrangements allowed for equal opportunities?

5. Have western political systems reflected confidence in man's ability to make intelligent political decisions?

6. What is the process of diffusion?

7. What is the process of assimilation?

Worksheet 4

Based on the sound filmstrip "Our Heritage From Ancient Greece", answer the following questions:

Part One: OUR HERITAGE FROM ANCIENT GREECE

1. Pericles said, "We are lovers of the beautiful, yet simple in our tastes . . ." How is this statement reflected in the sights you saw in the filmstrip? Which sights do you think were the most beautiful? Why?

2. Why have the names and deeds of men like Achilles, Agamemnon, and Odysseus survived? What has been written about them? By whom?

3. In the selection from the Iliad, why did Leus send Discord down to earth?

4. What part did the Olympics play in the life of a Greek citizen?

5. What part did Athens play in the classical Greek world?

Part Two: OUR HERITAGE FROM ANCIENT GREECE

1. Why was the fifth century B.C. called a "golden age" in Greece? Who were some of the contributors to this age?

2. In your own words, tell how drama developed out of the festival of Dionysus. What kind of plays did the Greeks write? Who were some of their playwrights?

3. Who was Socrates? Why was he condemned to die? What did he say to his accusers?

4. What did Thucydides say about Sparta? How did Sparta differ from Athens?

5. What marked the end of "Greek greatness"? Why did this happen?

Worksheet 5

Based on the slide filmstrip "The Heritage from Ancient Rome" answer the following questions:

Part I

1. According to legend, who founded the ancient Roman civilization and where did he come from? What poet made an epic poem out of his story?

2. What body of men held most of the power in the Roman Republic? Who were its members? Was the Roman Republic a democracy? Give reasons for your answer.

3. The Roman statesman and orator Cicero said, "The state without law would be like the human body without a mind." Explain the meaning of this comparison. Do you think the idea is still valid today? Why or why not?

4. What developments in the Roman way of life led to the collapse of the Republic? Do you think the collapse was inevitable? Why or why not? What kind of government followed the Republic? Who were its leaders?

5. It was military conquest that spread Roman civilization to the far corners of the world as the Romans know it. What kind of life did the conquered people live? How did the Romans govern them? Explain what was meant by the Pax Romans.

Part II

1. What aspects of Greek culture did the Romans admire and take over for themselves? How do Greek and Roman sculpture differ? What does the difference tell you about the interests and values of the two people?

2. The satirist Juvenal wrote about Rome, "Most sick men here die of insomnia." Is this remark to be taken literally? Why or why not? Is the observation on urban life contained in this remark still valid today? Give reasons for your answer.

3. Caesar, the general who conquered more countries for Rome than any other, said of the statesman Cicero, "You, Cicero, have gained a triumph to be preferred to that of the greatest generals. For it is a nobler thing to enlarge the boundaries of human intelligence than those of the Roman Empire." Do you agree with the thought expressed in this statement? Why or why not? Do you consider the statement patriotic, unpatriotic, or unconnected with patriotism? Explain your answer.

4. In what two fields did the Romans particularly excel? Give examples of their work in both fields. How did this work contribute to the power of the Empire?

5. What happened to Pompeii in 79 A.D.? Why is this event of great importance to our knowledge of the ancient Roman way of life?

English **Phase II** **Library**

I. Read this article about Stanley Milgram's strange experience. Skim through it. It will not take long.

II. Answer these questions on the back.

1. After having read about the results of the experiment, what would you conclude about man's ability to inflict pain — his evil inclinations?

2. Were you one of the volunteers, how long would you have continued to deliver the (alleged) shock treatments? Would you have participated at all?

3. Did you think it was unfair of Dr. Milgram to fool the volunteers by falsely assuring that they were participating in a study of memory?

4. How do you think these volunteers felt when they were told about what they (almost) did?

Conference A **English** **Library Conference B**

I. Read "William Wilson" by Edgar Allan Poe in *Practical English* pp 10-30.
— Listen to the last 5 minutes of the record.

II. Answer these questions on the back of this or on a separate sheet of paper.

1. How is this story like the famous "Dr. Jekyll and Mr. Hyde" by Robert Louis Stevenson?

2. Does Poe suggest that Wilson's double is "real" or a figment of Wilson's imagination? What is your evidence?

3. How does Poe build up the double as Wilson's conscience?

4. What does the ending mean? What force wins over — good or evil?

1. Read "The Scarlet Ibis" by James Hurst in *Outlooks Through Literature* pp 87-94.

2. Answer questions #1-4 under "What Do You Say?"
See page 2.

3. Underline main ideas under Author's Craft.

4. In addition to the quotes noted under Author's Craft, pick out other meaningful quotes and write them here. Suggestions: pp 90, 91, 93, 94.

WHAT DO YOU SAY?

1. Explain why Doodle is different from other boys' brothers?

2. How do you feel about the narrator's attitude toward Doodle?

3. (a) Describe the progress that the narrator makes with Doodle. Is this really progress? Explain your answer. (b) Find the place in the story where the narrator explains, "Doodle walked only because I was ashamed of having a crippled brother." What motive made him keep after Doodle? What word best describes the motive?

4. (a) Outline the circumstances leading to the death of Doodle. (b) How much is the narrator to blame? Do you blame him or do you pity him? Explain your reactions.

Finally, what do you think is the meaning of the story? The author tells us that there are three sentences very important to the meaning:

— There is within me (and with sadness I have watched it in others) a knot of cruelty borne by the stream of love, much as our blood sometimes bears the seed of our destruction.

— Pride is a wonderful, terrible thing, a seed that bears two vines, life and death.

— Brother, Brother, don't leave me. Don't leave me.

"This last sentence," the author continues, "could almost be called Doodle's theme and I hear it as the classic cry of all mankind wishing to belong and never to be lonely."

Room #120 — English

I. Read Shirley Jackson's "The Possibility of Evil." Do not take the story from the room.

II. Answer these questions:

1. Is Adela Strangeworth an evil person? *Explain* your answer.

2. How does Adela feel about the new generation and its disregard for tradition?

3. What were the "real" evil acts present in the story? Who inspired them? When you look for and expect evil, you will not be disappointed.

Station 106 — English

1. Play the game of *Ethics, Art Fair, 1971.*
   Ethics — the word and concept — can be defined as a system of principles which deals with the values of human conduct. To say that a given action is morally good or bad is to make an ethical judgment.
2. Each member of the group should select 2 situations, read them and the options aloud. He then announces his course of action and his reasons for choosing it. The rest of the group will judge this decision on an ethical scale from 0 through 10 — 0 represents absolute disapproval of the ethical decision and 10 represents absolute approval.

   IMPORTANT! Each of the judges must explain his reasons for giving the numbered ethical judgment.

YOUR ETHICAL QUOTIENT

Name _____

Situation No _____	**Score** Add the numbers and divide by number of judges
1. #	1. _____
2. #	2. _____

General Omar N. Bradley: "The world has achieved brilliance without conscience. Ours is a world of nuclear giants and ethical infants."

situation 5

It is 1945 and you are president of the United States. Germany has surrendered, but Japan continues to fight a bloody last-ditch war. America has the atomic bomb. You must decide whether to use it — and, if so, how. DO YOU:

a. Drop the bomb on Hiroshima and Nagasaki after warning the inhabitants of the holocaust to come?

b. Use it only on enemy soldiers — even if such use is not likely to shorten the war as much as bombing Japanese cities?

c. Refuse to unleash such a terrible weapon?

d. Other choice? (please specify)

William Shakespeare: "To be honest, as this world goes, is to be one man picked out of ten thousand."

situation 18

You are in the only supermarket in your ghetto neighborhood. As usual, the prices are higher and the quality lower than in stores in better areas. Checking out, you pay for your purchases with a ten-dollar bill. The clerk makes a mistake and gives you change for a twenty. For once, you are ahead in your dealings with this store. DO YOU:

a. Pocket your change and walk out nonchalantly?

b. Tell the clerk and return the extra ten?

c. Other choice? (please specify)

Herman Busenbaum: "Where the end is lawful, the means are also lawful."

situation 22

You are an honest politician. You are also a reformer bucking the organization candidate in a tough primary fight. Your opponent is both corrupt and efficient at dirty politics. His personal attacks and mudslinging are losing you points in the straw polls. Your staff primes you with ammunition and advises you to counterattack in kind. DO YOU:

a. Stay with the issues and avoid mudslinging?

b. Fight just as dirtily and efficiently as your opponent?

c. Other choice? (please specify)

John Stuart Mill: "A person may cause evil to others not only by his actions, but by his inaction. In either case, he is justly accountable to them for the injury."

situation 15

From the window of your house, you see two men viciously beating another man. You call the police, but no patrol car arrives as the beating increases in viciousness. DO YOU:

a. Leave your house and try to help the victim?

b. Scream out the window — thus identifying yourself as a witness and a potential danger to the attackers?

c. Continue to wait for the police?

d. Other choice? (please specify)

Stewart Steiner: "The past remains bound up in you, it lives in the present and will follow you into the future."

situation 29

You are very much in love and are engaged to be married to someone who loves you. However, you have a problem. Your fiance is very straitlaced. You have served time in prison on a criminal charge. You have reformed, but you are afraid that if you reveal your past your fiance will end the engagement. DO YOU:

a. Tell the whole story before the engagement?

b. Wait until after you are married?

c. Keep quiet permanently?

d. Other choice? (please specify)

The Book of Genesis: "Whoso sheddeth man's blood, by man shall his blood be shed."

situation 19

As a member of the jury in a murder trial, you have concurred in the unanimous verdict of guilty. Testimony in the case has convinced you that the crime was a particularly brutal and senseless one. Now, under the laws of your state, the jury must decide on the penalty. As a jury member, you have only two choices. DO YOU:

a. Vote for the death penalty?

b. Vote for life imprisonment?

A.H. Clough:
"Thou shalt not kill; but need not strive
Officiously to keep alive."

situation 17

A series of strokes has left an elderly relation completely paralyzed. There is no hope of recovery. For the rest of his life, he will be a semi-vegetable. Now, with a blockage in his windpipe, he must have an operation or he will die. As his only living relative, you must give your consent before the operation can be performed. DO YOU:

a. Consent to the operation?

b. Refuse to consent?

c. Other choice? (please specify)

Plato: "If a man had a magic ring which enabled him to escape detection, and so avoid punishment, would he be under any obligation to be just?"

situation 2

While traveling in Europe, you win a large sum of money at a gambling casino. You do not have to reveal your name in order to collect your winnings. DO YOU:

a. Declare the money on your return home, as prescribed by law, and pay a large part of it in taxes?

b. Do not declare the money, but give it to someone in great need?

c. Put the money in an untraceable Swiss bank account and use all of it to your own best advantage?

d. Other choice? (please specify)

Cicero: "When you have no basis for argument, abuse the plaintiff."

situation 9

You are a lawyer with a client you know to be guilty. You discover that the chief witness against your client has spent time in a mental institution. Exploiting this knowledge in cross-examination will help your client's case, but it could destroy the witness emotionally. DO YOU:

a. Use your knowledge to discredit the witness, without regard to the consequences?

b. Do the best job you can without mentioning the mental institution?

c. Resign from the case?

d. Other choice? (please specify)

Woody Allen: "Take the money and run."

situation 25

While you are shopping in a large department store, your own carelessness causes an accident in which you are seriously injured. No permanent damage is done, but you incur heavy medical expenses and loss of income. Unable to find witnesses to the accident, the store's insurance carrier asks you to fill out an accident report. DO YOU:

a. Admit the accident was entirely your fault?

b. Claim the store was reponsible and settle for your out-of-pocket expenses?

c. Consult a lawyer with the intent of suing for whatever the traffic will bear?

d. Other choice? (please specify)

Samuel Butler: "Self-preservation is the first law of nature."

situation 3

In the last months of the war, you have been put in charge of a Nazi concentration camp. You have been ordered to kill all the prisoners before they can be liberated. You have stalled, hoping the Allied armies will overrun the camp. Now you are out of time. Either you order the prisoners killed or you face execution yourself. DO YOU:

a. Refuse to kill the prisoners?

b. Carry out your orders?

c. Play sick and shift the responsibility to a subordinate?

d. Other choice? (please specify)

Pope Pius XI: "The family is more sacred than the state."

situation 21

Standing by your bedside, smelling of alcohol, your son tells you he has had a bad accident. On the way home from a party, he has knocked a pedestrian down and driven off in a panic. As far as he knows, no one saw the accident. He has no idea whether the victim is alive or dead. He begs you to tell him what to do. DO YOU:

a. Tell him to make his own decision — and back him, whatever it is?

b. Tell him to report the accident anonymously and avoid involving himself any further?

c. Take him back to the scene of the accident to give himself up?

d. Other choice? (please specify)

THE STUDY OF 3 NOVELS

Novel Study
Bless the Beasts and Children
By Glendon Swarthout

Related Novels
Separate Peace By John Knowles
Lord of the Flies By William Golding
Tell Me That You Love Me Junie Moon
By Marjorie Kellogg

Poems, Parodies, Songs
"Buffalo Bill's" By ee cummings
"The Continuing Story of Bungalow Bill"
By John Lennon, Paul McCartney
"Home on the Range"
By Bruce Higley, Danile E. Kelly

Essay And Autobiography
"Such, Such Were the Joys"
By George Orwell
Reverence for Life
By Dr. Albert Schweitzer

Related Films
Paths of Glory
Silences

Television Specials
Larr

Drama
Indians By Arthur Kopit

BLESS THE BEASTS AND CHILDRE

Essay questions. Choose four of the following questions and answer them on a separate sheet of paper.

1. Describe the family life of Cotton, Teft, Shecker, Goodenow, and the Lally brothers. What has made each of these boys a rebel or a "sissy"?

2. What are the values of Box Canyon Boys Camp? What chance do the weak have to survive there? How do the values of Box Canyon reflect those of American society as a whole?

3. How does Cotton become leader of the Bedwetters? What tactics does he use to whip them into shape? Discuss Cotton's subtle blend of bullying and "gentling."

4. The buffalo are terribly important to the Bedwetters. Why do the Bedwetters identify with the buffalo? In what sense are both victims of the American way of life, where coming out on top is the highest value?

5. The Bedwetters start out as a team to free the buffalo. However, several times during the mission, the group threatens to disintegrate. What makes each of the boys retreat into his private fears?

6. The boys took the law into their own hands when they stole the truck and freed the buffalo. Were they right to do so? Is there a right or wrong in situations like this, or just a question of how strongly individuals feel at a particular moment?

7. What comparison does the counselor make between the boys and the buffalo? How do you feel about the idea that one's worth is related to one's usefulness? What historical examples can you cite to indicate the consequences of living by such a measure of human worth? What are the implications for the lame, the mentally retarded and the aged? Who decides when someone or something is useful?

8. How do you feel about the counselor's behavior towards the boys? Do you think he is portrayed realistically? Pretend you are Wheaties, the camp counselor. Write a letter to a friend describing the group of boys assigned to you.

9. Is Cotton's death ironical? Did he bring about his own destruction? In the novel, Cotton drove the truck over the rim of the canyon and died in the crash. Do you feel the "movie" ending changes the character of Cotton or the effect of the novel?

10. The author writes that Cotton's death "cracked their hearts even as it freed them forever." Explain what you think was meant by this.

POEMS, PARODIES, SONGS — Thematic Relationship to BLESS THE BEASTS AND CHILDREN

"Buffalo Bill's" ee cummings
"The Continuing Story of Bungalow Bill" Lennon/McCartney
"Home On the Range" Higley/Kelly

Answer all questions. Read the above selections.

1. Contrast cummings' use of the word *defunct* to the Beatles' use of the word *continuing*.

2. What are the only words capitalized in the cummings' poem? Why?

3. Why is the word *Kill* used so many times in the Beatles lyrics?

4. Why does cummings use the word *pigeons* in his poem?

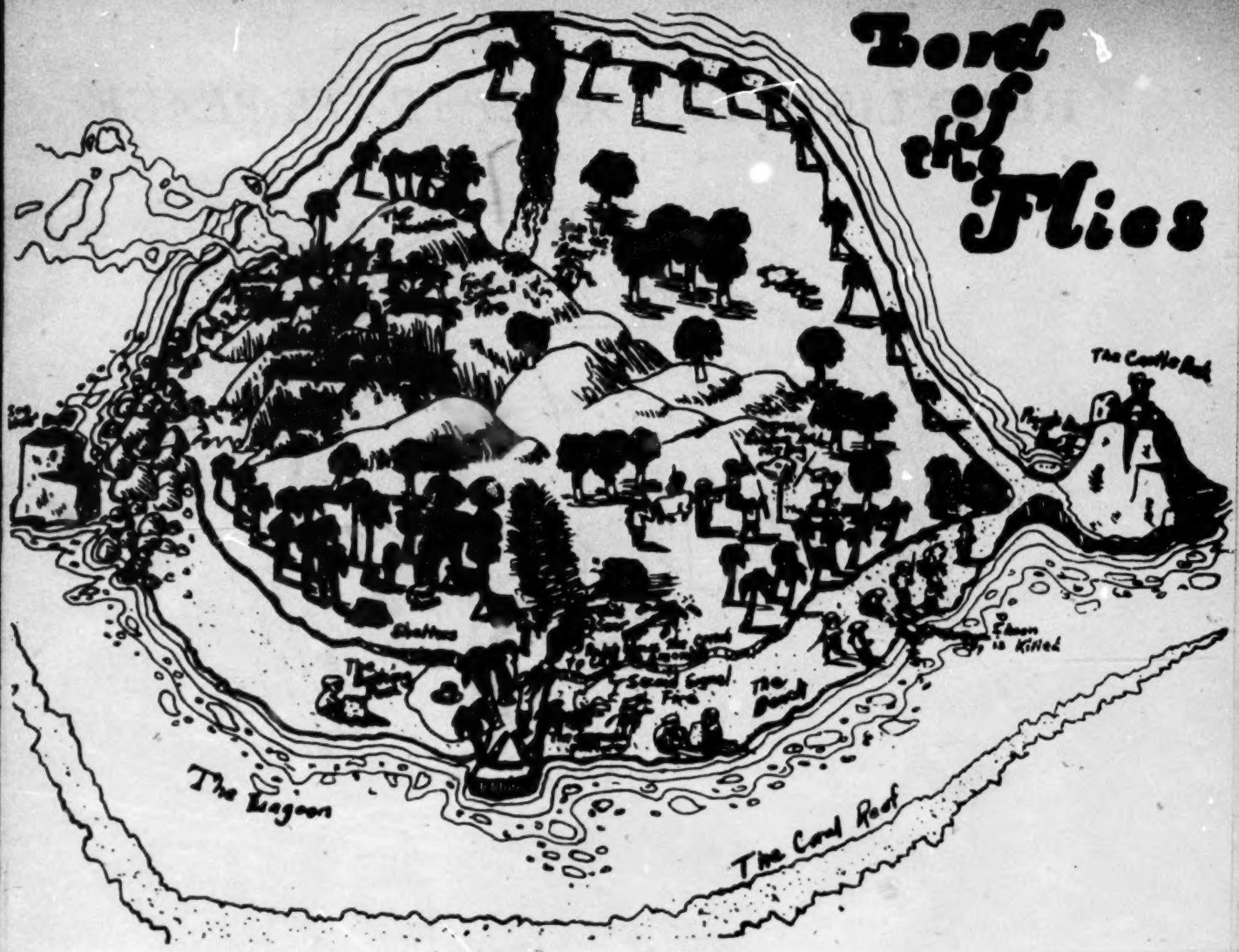
5. In the last chapter of Glendon Swarthout's novel *Bless the Beasts*, did you notice the repeated parody of the song "Home On the Range"? Copy down the parody and carefully compare the words to the original. Why did the author use this parody? What do you think was the intended message?

Read the essay "Such, Such Were the Joys" by George Orwell.

1. What does the author now know causes bed-wetting? As a child, what was he led to believe the cause was?

2. Why did he get a second beating? Why did he then cry? Use direct quotes if necessary.

3. While the boys in *Bless the Beasts* were not beaten physically, how did their punishment equal that of the boy in "Such, Such Were the Joys"?



Essay Questions

1. Which drawing symbolizes power or authority. Describe fully.

2. With which character do you associate each of the symbols shown?

3. Discuss the relationship between any two symbols shown.

4. Using specific examples from *Lord of the Flies* select a symbol you have not discussed fully in a previous question and trace its development throughout the novel.

5. Can you arrange these six symbols in chronological order to parallel the plot structure?

6. With what character do you associate yourself?

Name _____ Period _____ Date _____

A SEPARATE PEACE

Answer 5 questions. 20 credits each.

1. How does Gene realize his inferiority, and what is the effect of this inferiority in his relationship with Finny?

2. Each of the boys reacts differently to the reality of war. How does Leper react? Can you explain why he reacts this way?

3. What does Knowles mean when he writes: "God was always unoccupied in Finny's universe"?

4. What events in the story indicate that Gene has reached maturity?

5. One of the themes in the novel is conformity vs. nonconformity. How is this theme developed? Why is Finny's nonconformity accepted and even admired while Leper's nonconformity is rejected and frowned upon?

6. From your observations would you say that the effects of war on the present generation of youth are the same as they were on the youth of World War II?

7. The title of the novel is intriguing. What are its literal and symbolic meanings?

8. In this novel, Knowles is successful in delineating Gene's internal and external conflicts. What is the nature of these conflicts and how are they finally resolved?

9. Mental and physical suffering are important aspects of this novel. Discuss the effect these two types of suffering play in the lives of Gene, Finny, and Leper.

10. Youth has always been in conflict with age. How is this theme developed in the novel?

11. Some critics insist that A SEPARATE PEACE is a statement against war and its effects on individuals. Assuming that this is true, can you describe Knowles' attitude toward war?

12. What is the significance of the title? Explain fully.

13. Discuss the symbolic significance of the following. Use *characters* and *incidents*. summer and winter, Devon and Negnamsett, peace and war.

14. Explain the last page (p. 196) beginning: ". . . I never killed anybody."

15. Do you agree with William Blake's belief that only after losing innocence can we truly acquire it."? Explain.

NEW YORK CITY TRIP
JOHN F. KENNEDY HIGH SCHOOL

January 13, 1975

Dear Parent:

Your son or daughter is completing an extensive unit on "Man: The Nature of Good and Evil." Much time and effort have been exhibited by your children during this study.

As a culmination to this project we are planning a field trip to New York City on Wednesday, January 22, 1975. We will be leaving JFK at 6:00 A.M. and returning by 10:30 or 11:00 P.M. We will be seeing the new Broadway play "Shenandoah" and the multi-media presentation "New York Experience." Both productions fit in very well with our unit. We also plan some sightseeing in the city.

With the economic pinch affecting everyone, we are trying to defray some of the expense of the trip through a candy sale. We are also suggesting box lunches to cut down on food expenses. With everything included, the entire trip will cost approximately $15.50. Your child makes $4.50 on each carton of candy sold. Depending on how much assistance we receive from the school district from the field trip budget and the amount of candy your son or daughter sells, the trip will be less than $10.00. A final price will depend on the amount of candy your child sells.

We have enjoyed our teaching experience with your children very much. This would be a fitting end to our humanities program for the first semester.

If you have any questions concerning the trip do not hesitate to write or call us at school (732-6167).

Thank you very much.

Sincerely,

(Ms.) Joan Salerno

(Mr.) Robert Grems

PLEASE SIGN AND HAVE YOUR CHILD RETURN TO SCHOOL

_____ has my permission to attend the New York
Name of Student
City Field Trip on Wednesday, January 22, 1975.

_____
Parent's Signature

COMMUNICATIONS AND EVALUATIONS

January 16, 1975

Teachers,

Our Humanities classes are presently working on a series of independent studies periods 1 and 2. We have eight different stations that they can sign into each period. We tell our students to be in a station by the time the bell rings and remain there for the entire period. On certain occasions, they have to see us in Room 125 for individual help.

For this reason, they may be in the halls on either the first or second floors.

Our principal feels that responsible movement in the halls for a project like this is acceptable. If certain students are not moving responsibly, please see one of us.

We would appreciate your cooperation throughout the remainder of the program which will run through Friday, January 25th.

Joan Salerno

Bob Grems

SHENANDOAH

Replete with homespun philosophy, lively choreography, tuneful music, spritely staging, solid drama and generously sprinkled with high emotion, "SHENANDOAH" has all the potentials of a winner.

Gary Geld and Peter Udell have teamed up with music and lyrics for James Lee Barrett's adaptation of his 1965 movie.

John Cullum is superb as a Civil War father who tries to protect his family and preserve his beliefs during this war-torn period of American history.

Move over "La Mancha" . . . Variety, "Shenandoah", "Absolutely Magnificent" . . . Boston Globe, "A Musical With Deep Feeling" . . . N.Y. Times, "Soul-Size Musical" . . . West Hartford News, "Melts An Audience's Heart" . . . Bridgeport Post.

SIGN IN SHEET

Make sure you sign into each station in order to record your attendance.

STATION _____ DATE _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

FIGURING YOUR CORRUPTION QUOTIENT

Soul-searching time again! How many shady schemes have you lent your hand to, how many petty compromises? On the other hand, how many times has your inner nobility triumphed, how often has your conscience been your guide, your virtue its own reward? The quiz below is designed to help you determine just how good a citizen you are. Remember — the higher the score, the lower you are.

1. A salesman is soliciting your company's business. You let him:
   a. shake your hand
   b. buy you lunch
   c. take you and your spouse out to dinner and the theater
   d. send you a case of Scotch at Christmas
   e. finance a trip to Bermuda
   f. give you cash
2. You are a disc jockey. You accept from a record promoter:
   a. the time of day
   b. freebies
   c. dinner
   d. a trip to Liverpool to preview his new group
   e. cocaine
3. You are looking for an apartment. You grease the palm of:
   a. nobody
   b. the departing tenant for "fixtures"
   c. the janitor
   d. the superintendent
   e. the owner
   f. all of the above
4. You get your fourteenth parking ticket. You:
   a. decide to pay up and stop feeling like a fugitive
   b. wait to see if the computer catches up with you
   c. try to get it fixed
   d. register your car in another state
   e. lie to the judge
5. You company sends you on a business trip to Cleveland. You get a ride and stay with a friend. You charge your expense account for:
   a. exactly what you spent
   b. plane fare
   c. hotel
   d. meals
   e. plane fare, etc., but only if you don't have to forge receipts
6. You are seeking a government contract. You:
   a. offer a sealed bid as other seekers do
   b. take a Congressman to lunch
   c. arrange for your Senator to commute in the company plane
   d. pay a well-connected lawyer $10,000 to set up a meeting with the appropriate Cabinet member
   e. contribute $100,000 to each presidential candidate
   f. contribute $200,000 to the sure-fire Presidential winner
7. To save money on your income tax, you:
   a. hire a tax consultant
   b. pad your deductions
   c. take off personal expenses as business expenses
   d. accept cash payments and don't report them
   e. launder your income through Switzerland
8. To reduce the high cost of acquiring merchandise, you:
   a. get it wholesale through your brother-in-law
   b. claim it was broken when the bill arrives
   c. claim you never got it when the bill arrives
   d. skip town when the bill arrives
   e. steal it
9. To save on phone bills, you:
   a. cut down on calls
   b. call collect with a coded message
   c. make personal calls from your office
   d. bill calls to a phony third party
   e. make personal calls from somebody else's office
   f. use a blue box to bypass the billing mechanism
10. If you were sure of not getting caught, you would defraud:
    a. no one
    b. the IRS
    c. Safeway
    d. the corner druggist
    e. your grandmother
11. Taking advantage of sympathy for illness, you:
    a. cancel an invitation to a dismal affair
    b. call in sick to take a three-day weekend
    c. claim a whiplash in a car accident
    d. claim that a disability was job-related
    e. bribe a doctor to certify that you are disabled
12. You have found a wallet. You:
    a. return it intact
    b. return it without the money
    c. use the credit cards
    d. sell the credit cards
13. Your next-door neighbor, who, like you, is a white liberal, tells you a black family is interested in buying his house. You:
    a. tell him that's fine with you
    b. ask him not to sell until you can find a white buyer
    c. poll the neighbors to find out who might give in to blockbusters
    d. call a broker and put your house on the market
14. You are leaving your job in order to travel and loaf until your money runs out. You:
    a. give plenty of notice and offer to train your replacement
    b. suddenly claim you have mononucleosis and ask for three months sick leave with pay
    c. louse up your work so you'll get fired and can collect severance pay
    d. ask your boss to say he fired you so you can get unemployment

15. Your friend, who is selling his car, tells a prospective buyer in your presence that it's been driven only 12,000 miles but you know he set the odometer back from 50,000. You:
    a. take your friend aside and suggest he level with the buyer
    b. tell the buyer the facts yourself
    c. figure it's none of your business and keep your mouth shut
16. While you're away for the weekend your apartment is burglarized. You:
    a. estimate the value of your losses as best you can report accurately to the insurance company
    b. pad your losses slightly on the theory that the insurance company expects you to and automatically disallows part of every claim
    c. pad the losses because the money will make a big difference to you but the company won't even notice it's gone
    d. pad your losses a lot because you'd be a fool not to
17. Your 12-year-old son is small for his age. You:
    a. acquaint him with distinctions achieved by small men
    b. let him get into the movies for half price
    c. tell him to pay half-fare on the bus
    d. buy him airplane tickets at children's rates
18. You go to an overpriced restaurant and have an indifferent meal. Afterward, you discover that you have been undercharged. You:
    a. call the error to the waiter's attention
    b. say nothing but increase the tip
    c. leave, suffused with a sense of retaliation
19. You find a five-dollar bill in the street. You:
    a. leave it there, assuming its owner will find it
    b. give it to charity
    c. pick it up and ask anyone around if it belongs to him
    d. recall the fives you've lost and pocket it
20. Someone you don't like wants to go out with you. You:
    a. list bluntly the reasons you're not attracted
    b. say you have to walk the dog
    c. say untruthfully that you're infatuated with someone else
    d. make up some phony reasons why it won't work

SCORING

a = 0	d = 30
b = 10	e = 40
c = 20	f = 50

IF YOU SCORED:	YOU ARE:
0 — 50	Simon pure
60 — 150	slightly tainted
160 — 300	quite wicked

310 and above utterly rotten, and probably a felon

If you fudged any answers, add 100 points to your score.

From Harper's "wraparound", Park Avenue, New York, N.Y.

January 23, 1975

Dear Ms. Salerno and Mr. Grems,

After listening to Mark's exciting report on his trip to New York, I feel that a BIG thank you should be extended to you and Mr. Grems for making this unforgettable experience possible for him and all the other students as well.

Although, Mark has been to New York before, it never aroused the enthusiasm and excitement that this trip did to him. Perhaps it was due to the fact that he went with his peers and also because it was so well planned by you and Mr. Grems. This was a good example of "getting an education outside the classroom" expression that we read so often lately.

Thank you again (from Mark and myself) and good luck in your future project search programs.

Sincerely,
Mr. and Mrs. Ivan Fedorniak

Good and Evil
Media Is the Message

OVER-ALL EVALUATION

Phase I
Phase II

1. What were the things you liked about working on this unit?

2. What were the things you disliked about it?

3. What were some of the problems you encountered that might be corrected another time?

4. What do you feel you gained working in groups and on the shows?

5. What do you feel you gained by seeing the other group's shows?

6. Would you recommend that we do this with next year's classes?

7. What did you like best about the entire project?

Good and Evil
Media Is the Message

OVER-ALL EVALUATION

Phase I
Phase II

1. **What were the things you liked about working on this unit?**

   I liked the slide shows, and I loved the feeling of being independent and of being trusted.

2. **What were the things you disliked about it?**

   I didn't like some stations as well as others but I can't say I didn't like anything. Every station had its own message.

3. **What were some of the problems you encountered that might be corrected another time?**

   In the slide shows we could have had more time working on the stations.

4. **What do you feel you gained working in groups and on the shows?**

   I gained the feeling of working together with some people I don't know and having it work out. In turn they became good friends.

5. **What do you feel you gained by seeing the other group's shows?**

   I got some of their ideas and I respected them for putting it on.

6. **Would you recommend that we do this with next year's classes?**

   If you don't it will be a sad thing. I hope you do for I feel they would enjoy it.

7. **What did you like best about the entire project?**

   The feeling of having a teacher as a friend.

Good and Evil
Media Is the Message

OVER-ALL EVALUATION

Phase I
Phase II

1. **What were the things you liked about working on this unit?**

   The type of relationships I established with the people I worked with. This was a beautiful learning experience. Moreover, the slide shows.

2. **What were the things you disliked about it?**

   Nothing.

3. What were some of the problems you encountered that might be corrected another time?

Difficulties with my friend in setting up the slideshow, but these were very minute.

4. What do you feel you gained working in groups and on the shows?

A great experience in learning about how & what other people think & feel while expressing themselves in a chosen way.

5. What do you feel you gained by seeing the other group's shows?

We have seen a great variety of Good & Evil and where a group brought out a definite theme while doing their shows.

6. Would you recommend that we do this with next year's classes?

Yes, I would because of the genuine learning that comes from working with others.

7. What did you like best about the entire project?

The true benefit that came out of going to N.Y.C. — working as one big family.

Good and Evil
Media Is the Message

OVER-ALL EVALUATION

Phase I
Phase II

1. What were the things you liked about working on this unit?

Working together is fun, plus we got more done when we helped each other. I couldn't say a bad thing about it, because I thought it was the best & most fun way to work in school. I have never been to good in English or Social St. or liked it to much, but this made these 2 classes my favorite. It was some variety in the way of doing something.

2. What were the things you disliked about it?

3. What were some of the problems you encountered that might be corrected another time?

Well at first we kind of disagreed quite a bit, but beside that nothing. Since working together we got to know each other better.

4. What do you feel you gained working in groups and on the shows?

Working in different groups helps you get to know different people better.

5. What do you feel you gained by seeing the other group's shows?

   A lot of the other's feelings on the subject.

6. Would you recommend that we do this with next year's classes?

   Yes, yes, yes!

7. What did you like best about the entire project?

   Working together.

Good and Evil
Media Is the Message

OVER-ALL EVALUATION — Phase I, Phase II

1. What were the things you liked about working on this unit?

   The thing I liked best about this unit was it gave us a change from the classroom. Also the unit taught me more because I made an effort to stay awake.

2. What were the things you disliked about it?

   In the units there were too many questions to answer and too much writing to do.

3. What were some of the problems you encountered that might be corrected another time?

   I learned not to try to do everything on the slide show myself. Also I learned that you can't trust some people with a responsibility. They aren't mature enough to handle a responsibility when we work on the slide show. This person complained about not enough trust in her, when we gave her something important to do, she couldn't handle it.

4. What do you feel you gained working in groups and on the shows?

   I learned more about other people's values. Also I found that some people cannot accept any responsibility when it is given to them.

5. What do you feel you gained by seeing the other group's shows?

   I learned more about their feelings and their values by the choice of slides, songs, and poems.

6. Would you recommend that we do this with next year's classes?

   Yes.

7. What did you like best about the entire project?

   The chance to work with the media equipment, which I've never done. Other teachers are afraid you'll break it.

Good and Evil
Media Is the Message

OVER-ALL EVALUATION

Phase I
Phase II

1. **What were the things you liked about working on this unit?**
   We had freedom to work on our own & not be supervised.

2. **What were the things you disliked about it?**
   Some stations had too much work.

3. **What were some of the problems you encountered that might be corrected another time?**
   Too much work in various stations.

4. **What do you feel you gained working in groups and on the shows?**
   I found what my values really are & how I would like to see the world.

5. **What do you feel you gained by seeing the other group's shows?**
   I found out their views on the world thru their shows because I think they reflected our views on society.

6. **Would you recommend that we do this with next year's classes?**
   Yes.

7. **What did you like best about the entire project?**
   Making & giving the shows.

TITLES OF PROJECTS
SELECTED AND PRESENTED BY THE STUDENTS

STUDENT MEDIA

LIST OF PRESENTATIONS 1974-75

1. Where Did We Go Wrong?
2. You've Got To Have Friends
3. What the World Needs Now
4. The Quest To Be
5. All the Lonely People
6. Love
7. Sharing — A Gift of Love
   Growing — A Gift of Nature
8. Life Isn't That Simple Anymore
9. What Man Can Destroy
   He Can Put Back Together
10. The Inner Circle
11. Man and His Fellow Man
12. People and Their Moods
13. The Competitive Feeling
14. Acts of Man
15. Neglect and Loneliness
16. War
17. Bless the Beasts and Children
18. Save The People

TITLES OF PROJECTS
SELECTED AND PRESENTED BY THE STUDENTS

MEDIA PRESENTATIONS 1973-74

1. The Long and Winding Road
2. Lend A Hand
3. America's Past
4. The Beauty of Silence In Nature
5. Violence
6. Where Do We Go From Here
7. The Human Drama of Athletic Competition
8. Life's Ups and Downs
9. The Best Years of Your Life
10. Peace of Mind
11. Togetherness
12. A Feeling of Contentment
13. Happiness Is
14. Live and Let Live
15. Born Innocent; Grow Evil

ORIGINAL POEMS COMPOSED FOR SLIDE PRESENTATION

How Long Can They Last

Someone slain this morning
Racial trouble at school
Muggings on the subway
Which break the golden rule.

Another soldier killed
The flag is at half mast
Problems all around us
How long can they last?

There are people living in Africa
They don't know what to do
Will you lend a hand to someone,
Less fortunate than you?

The rich people can eat today
The poor, they must fast
People who do not eat food
How long can they last?

People all over the nation
Are asking for equal rights
A busing plan in Boston
Is leading to racial fights.

People are searching for freedom
Just like in the past
So far, they're content
But how long can they last?

How long can they last?
A question answered by few
How long can they last?
It's up to me and you.

John Penc

I'm Faltering

All my credences
Sink into a flound'ring western sky,
Leaving me exposed
To falsehood, wretchedness, and transgression.
Once I knew the garden path
Where I used to walk; ingested by a reverie
That swallowed me entire; it was my host,
But now I am its parasite.
Priorities mean nothing now
Because I believe in nothing decently
Ventured or gained,
Borrowed or lent,
Planted or reaped.
I know I am a hollow man;
Faltering, sinking into a sky
Of melted, mucilaginous colors
That are sticking to my outstretched hands.

Larry Kehrli
Student, J.F. Kennedy

Why?

I wonder why we always complain
of what we don't have or can't afford,
When we should be counting our blessings
And thanking the Lord.

We see pictures of small children dying
from lack of care,
And yet we have the heart to say
there's not enough to share.

We have so much compared to them
and yet we refuse to see,
That our love, concern, and care
They can be just like you and me.

We are the lucky ones, we have a choice to be
happy or glad, angry or sad,
Yes we have the answer, we do have the key
to make them as happy as you and as me.

The answer isn't easy, it's time, patience
and most of all love,
But we have all these qualities and most
of all love.

So look at your life and then try
to compare,
Then you'll see we do have enough,
to share.

Lori Paquette
Student, J.F. Kennedy

Humanities 10
Joan Salerno, English instructor
Robert Grems, Social Studies instructor

Speech given by J.F.K. students at
Humanities Conference
Concord Hotel, Kiemesha Lake, N.Y.
April 9, 1975

REFLECTIONS ON THE NATURE OF GOOD AND EVIL

During our study of this topic, good and evil, we learned that goodness to primitive man meant survival. To Socrates knowledge was good and ignorance evil. The ideal life in Athenian Greece was following the golden mean while the greatest evil was excessive pride. Jesus taught that good was to be found through works of charity while men like Machiavelli and Moliere believed in man's depravity. The Tasaday, a cave people of the Philippines, were found to be innocent of aggressive impulses having no words for weapons, anger or war. Anne Frank never lost her idealism:

> "It's really a wonder that I haven't dropped all my ideals because they seem so absurd and impossible to carry out. Yet I keep them because in spite of everything, I still believe that people are really good at heart."

Regardless of what theory one believes in (inherent versus learned good or evil instincts) what most affected us as we experienced this study was the realization that each man must recognize a good for him; he must become aware of his potential for evil; he must learn to take the responsibility for his own acts. "Man must learn to redirect his aggressions so that he does not destroy his fellow beings and the world he lives in."[1]

When we were confronted with the challenge of putting on media shows, we wanted our presentations to reflect many of these ideas. A total of 18 groups worked from this good and evil theme reflecting its various aspects and implications. Some of these selections were:

— Where Did We Go Wrong
— What The World Needs Now
— The Quest To Be
— Life Isn't That Simple Anymore
— Neglect and Loneliness

We would like to welcome you to our media presentation. The theme we have chosen is — "Sharing . . . A Gift of Love and Growing . . . A Gift of Nature". Our group agreed on this topic because we feel man is basically good and has much to offer. What we wish to convey in "Sharing . . . A Gift of Love and Growing . . . A Gift of Nature" is that man is a governing body of his actions and his environment. Every man has good characteristics about himself, and we feel that these features are brought to the surface at one time or another. We feel our media presentation will show you the good side of life.

Our second presentation is entitled "That Competitive Feeling", and it takes a look at the excitement and challenge of excelling physically as well as mentally. Since man possesses both love and aggressiveness, we feel the sports arena is one way in which he can redirect aggressiveness and channel it in productive ways. Where else can we better learn how to lose and how to win; how to cope with the pain of defeat and the thrill of victory? Where else can we more effectively learn that our biggest opponent is not from without but from within? "We have met the enemy, and he is us." In competition we learn well the rules of self-discipline.

[1]The Center for Humanities, Inc.

"It is defeat that turns men's bones to flint; it is defeat that turns men's muscles to gristle; it is defeat that makes men invincible." Henry Ward Beecher

"Victories that are cheap are cheap. Those only worth having come as the result of hard fighting." Henry Ward Beecher

"Not perfection as a final goal, but the ever-enduring process of perfecting, maturing, refining is the aim of living." John Dewey

Group members are: Mark Burnham, Steve Cardamone, Mike Koperda, Ron Bush, Brad Elow

SAMPLE OF STUDENT INTRODUCTION

We would like to welcome you to what we hope will truly be an experience. The theme of our media presentation is "Sharing . . . A Gift of Love — Growing . . . A Gift of Nature." The music we have selected is taken from the talented composing and writing of the Bacharach/David team and the ever popular Neil Diamond. The songs, "Close to You" and "We've Only Just Begun" are sung by the recording breaking singing group, "The Carpenters." "Flight of the Gull" is taken off Neil Diamond's soundtrack of "Jonathan Livingston Seagull." Our group agrees that these musical numbers express our theme very appropriately. We hope that our show will open your hearts and your minds.

At this time we would like to thank Ms. Salerno and Mr. Grems for the extensive use of their rooms and equipment, also, the students of past years for their beautiful slides. Now as we present our show, we would like you to sit back and enjoy the experiences of LIFE!

— Group 2

GROUP 2 SCHEDULE

A. Show Fades in w/song — "Close to You" and slides at all three projectors.

B. At end of "Close to You", music fades out w/all three projectors.

C. "Flight of the Gull" (music) w/slides (all three projectors) fades in.

D. Buddy slowly reads poem.

E. At the end of the poem, "Flight of the Gull" w/projectors fade out.

F. "We've Only Just Begun" w/projectors fades in.

G. At end of "We've Only Just Begun" music and projectors fade out.

**Projector operators just turn machines off after; do not switch to empty slot.*

Good Luck

Some Poems and Quotes Used By Students in Presentations

"The mass of men lead lives of quiet desperation."
Henry David Thoreau

"From the unreal lead me to the real
From darkness lead me to light
From death lead me to immortality."
Upanishads

"Know your own true worth and you shall not perish. Reason is your light and beacon of truth. Reason is the source of life. God has given you knowledge so that by its light you may not only worship him, but also see yourself in your weakness and strength."
Kahlil Gibran

"The more faithfully you listen to the voice within you, the better you will hear what is sounding outside. And only he who listens can speak. Is this the starting point of the road towards the union of your two dreams — to be allowed the clarity of mind to mirror life and the purity of heart to mold it?"
Dag Hammarskjold

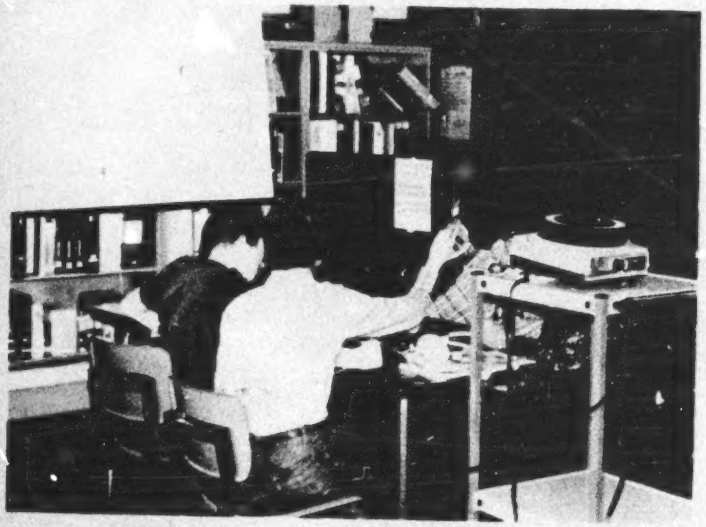
"Learning follows various roads. We note the start but not the end. For time and fate must rule the course, while we see not beyond the bend. The best of knowledge is a dream. The gainer holds steadfast uncovered by ridicule, and moves serene despised and lowly in the crowd."
Kahlil Gibran

SAMPLE OF POEMS SELECTED BY STUDENTS FOR RECITATION

"Song of the Open Road"	Walt Whitman
"The Long and Winding Road"	Lennon/McCartney
"The Road Not Taken"	Robert Frost
"Resume"	Dorothy Parker
"War Is Kind"	Steven Crane
"There Will Come Soft Rains"	Sara Teasdale
"Pity This Busy Monster, Manunking"	e e cummings

Video Presentations — Media Station A

Room #125 — Media Presentations



Sound/Slide Programs — Media Station B

Room #125 — Slide Preparation

Room #131 — Film Strip Work